# HÜSEYİN AVNİ SÖZEN ANATOLIAN HIGH SCHOOL

# ASSESSMENT POLICY

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# IB ASSESSMENT POLICY

## 1. INTRODUCTION: OUR ASSESSMENT PHILOSOPHY

As Hüseyin Avni Sözen Anatolian High School (HASAL), we approach measurement and evaluation processes with a process-oriented and learning-guiding approach that supports our students' individual learning journeys. Measurement and evaluation are not only a tool that documents results; they are also a dynamic process that supports students' academic and personal development and shapes teaching.

All measurement and evaluation practices implemented in our school aim to reveal not only "how much knowledge the student has" but also "how they learned, what they think, what skills they developed". Assessment is a feedback tool for the correct direction of teaching and encourages students to take responsibility for their own learning.

The IB's learning-centered assessment philosophy coincides with our school's learner-centered vision; it feeds our goal of raising critically thinking, questioning, and responsible individuals. In this context, our assessment processes are designed to develop the characteristics of the IB learner profile; students' capacities to use, transfer and reflect information, as well as their ability to access information, are taken into account.

Assessment is an integral part of the learning-living culture in our school and encourages learning in a deep way, not superficially. Our aim is for our students to gain the skills to monitor and evaluate their own development so that they can become lifelong learners.

## 2. ASSESSMENT PURPOSES

Our school's assessment practices are designed to take into account students' individual differences and learning potential. The following objectives are in full compliance with IB's learning and assessment principles:

• **Encouraging Learning:** Assessment is planned to support students in developing their knowledge and skills.

• **Directing Teaching:** Teachers develop and differentiate teaching strategies using assessment data.

• **Monitoring the Student's Development:** Students' progress is monitored and supported through regular assessment.

• **Providing Feedback:** Constructive feedback is provided to students, enabling them to question and direct their own learning.

• **Increasing Motivation:** Seeing success in concrete ways increases the student's self-confidence and interest in learning.

• **Supporting Self-Management Skills:** Students' planning, time management and responsibility skills are developed.

• **Providing Transparency and Accountability in Education:** All stakeholders (parents, students, teachers, management) are informed about learning processes.

• **Preparation for Further Learning Journeys:** Contributes to providing feedback on academic or professional goals after the IB Diploma.

These objectives ensure that measurement and evaluation practices are not only used as "grading" tools, but also have a structure that supports learning in a multi-faceted way.

## 3. ASSESSMENT TYPES AND APPLICATION TOOLS

The measurement and evaluation types applied in our school aim to observe and support students' access to information, skill application and conceptual understanding in a multi-faceted way. In this context, the following measurement and evaluation types are used:

• **Readiness (Diagnostic) Assessment:** It is applied at the beginning of a new unit or topic in order to determine students' prior knowledge, interest and attitudes towards learning. This assessment helps the teacher determine how to present course content and which strategies to apply. It is not usually graded.

**Tools:** Pretests, concept maps, open-ended questions, discussions, brainstorming.


• **Formative Assessment:** These are assessments conducted to monitor student progress throughout the learning process, provide feedback, and guide learning. They help identify student strengths and areas of development.

**Tools:** Quizzes, observation forms, reflection journals, in-class contributions, group activities.

• **Summative Assessment:** These are assessments conducted at the end of a learning process to document student knowledge, understanding, and skill levels. They are usually graded and scored according to IB criteria.

**Tools:** Written exams, presentations, projects, oral exams, experimental reports, portfolios.

• **Peer and Self-Assessment:** These involve students assessing both their own learning and the work of their peers. Such practices develop students' reflective thinking, critical analysis, and collaboration skills.

**Tools:** Rubric-supported peer assessment forms, self-assessment questionnaires, reflection reports.

• **Tools and Methods (General Applications):** The assessment methods used in our school include written exams, short-answer tests, projects, oral presentations, creative products, experiments, simulations and performance tasks on digital platforms. The selection of tools is made according to the nature of the course and the student's learning profile.

## 4. CHARACTERISTICS OF EFFECTIVE ASSESSMENT APPLICATIONS

An effective and meaningful assessment application is not only a process that documents academic success, but also a tool that deepens and directs learning. As HASAL, our effective assessment applications have the following basic features:

• **Being Criteria-Based:** All assessment applications are based on clear and understandable criteria that will allow students to know in advance what and how they will achieve. The assessment criteria determined by the IB for each course are presented to students at the beginning of the course and are actively used in the applications.

• **Transparency and Comprehensibility:** The assessment process is easily followed and understandable by students and other stakeholders. What is expected from students, how we define success and how this success can be achieved are clearly stated.

• **Using Various and Balanced Tools:** Assessment tools are diversified to reveal the multifaceted development of students. Written, oral, practical, individual and group-based assessment methods are used in a balanced manner.

• **Validity and Reliability:** Each assessment activity is designed to accurately and consistently reflect the knowledge, skill or attitude it aims to measure. When measuring the same gain with different tools, consistency is observed between the results.

• **Timely and Constructive Feedback:** After the assessment, meaningful, constructive and applicable feedback is given to students. Feedback includes concrete clues about what and how students can improve in their future studies.

• **Student-Centeredness:** Active participation of students in the assessment process is supported. Self-assessment and peer assessment methods ensure that students take responsibility for the learning process.

• **Compliance with the IB Learner Profile:** The assessment process is designed to contribute to students developing the characteristics of the IB learner profile. In particular, qualities such as reflective, questioning, balanced and principled are consciously integrated into assessment activities.

• **Process Orientation:** Success is evaluated not only based on the result but also on the process. Students' development process is monitored and supported through continuous observation and formative assessment practices.

## 5. ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

The measurement and evaluation process is not only an interaction between the teacher and the student; it is a holistic process that includes all stakeholders of the school. Therefore, the roles and responsibilities of each stakeholder are clearly defined so that evaluation practices can be carried out in a healthy, fair and sustainable manner:

• **Students:**

o Take responsibility for their own learning.

o Conduct their work by taking into account the evaluation criteria.

o Deliver their tasks and projects on time and in an original manner.

o Act honestly in self-assessment and peer assessments.

o Take steps towards their development by taking into account the feedback they receive from their teachers.

• **Teachers:**

o Share the IB criteria and assessment tools with students at the beginning of the process.

o Provide meaningful and timely feedback to students.

o Support the multifaceted development of students by diversifying assessment tools.

o Create environments that comply with the principle of academic honesty.

o Systematically monitor and record students' development.

**• IB Coordinator:**

o Oversees compliance of assessment policies with IB standards.

o Ensures coordination among teachers and plans in-service training when necessary.

o Oversees updating, monitoring and implementation of the policy.

o Oversees the functioning of feedback mechanisms.


**• School Management:**

o Provides appropriate physical, digital and pedagogical environments for assessment practices.

o Coordinates the implementation of IB assessment processes in line with the MEB system.

o Encourages transparency and information sharing among stakeholders.


**• Parents:**

o Supports the student's learning process and communicates with teachers and school administration when necessary.

o Participates in information meetings regarding the assessment process and closely follows the process.

o Encourages students to act in accordance with the principle of academic honesty.


**6. INTERNAL AND EXTERNAL ASSESSMENTS / STANDARDIZATION**

The assessments made within the scope of the IB Diploma Program are carried out under three main headings: Internal Assessment, External Assessment and in-school

standardization/moderation processes. These processes are carried out in accordance with the IB's quality assurance-based measurement and evaluation approach.

### 🔷 Internal Assessment (IA):

• IAs are studies that allow students to relate what they have learned to real life and to demonstrate high-level cognitive skills such as critical thinking, analysis and synthesis.

• The type of IA for each course varies. For example; laboratory studies in science, research papers in mathematics, oral presentations in language courses, individual comments or written tasks.

• Teachers monitor students' IA processes step by step, check their compliance with academic honesty principles and score according to detailed rubrics determined by the IB.

• Students receive regular feedback throughout the IA process, but the teacher does not allow for continuous revision until the final submission date. This is to maintain the principles of fairness and independence.

• IA work is collected by the school and selected samples are sent to the IB for moderation. The IB checks the teacher's marking to verify that it complies with the standards.


### 🔷 External Assessment (EA):

• EAs are written exams and academic texts that allow students to demonstrate their ability to interpret, synthesize and evaluate information.

• At the end of the November exam period, all students take official exams prepared by the IB. These exams are assessed at international IB examination centers.

• Extended Essays, TOK essays and written tasks in some courses fall into this group.

• EAs are not assessed by teachers; they are scored by independent IB examiners.


### 🔷 Standardization and Quality Assurance:

• Teachers teaching the same course have at least one moderation meeting during the term. In these meetings, sample student work is evaluated together according to rubrics and a common understanding is developed in the scoring criteria.

• Consistency of IA assessments is ensured, cross-checking is carried out between teachers when necessary.

• The IB Coordinator monitors differences in assessments between teachers and provides additional moderation if necessary.

• All teachers participate in assessment training provided by the IB and follow up-to-date rubrics and application principles.

• All assessment practices carried out in the school are supported by quality assurance in line with the principles of academic honesty, fairness, transparency and learning focus.


## 7. RECORDING AND REPORTING

All assessment activities carried out in our school are recorded in accordance with the expectations of both the IB and the Ministry of National Education and are regularly shared with relevant stakeholders.

🔷 **Record Keeping Processes:**

• Teachers systematically store all types of assessment (formative and summative) outputs of students in files or on digital platforms.

• Assessment results are regularly updated on the e-school system and digital platforms used by the school.

• The due dates, scores and, if any, feedback of all studies within the scope of IA and EA are recorded.

• Documents related to the Extended Essay, TOK and CAS process are archived both physically and digitally.


🔷 **Reporting and Information:**

• Regular development reports are provided to students throughout the academic year. These reports include not only grades, but also development areas and teacher comments.

• Parents are informed about the status of their students with individual parent meetings and general information sessions in each term.

• Students and parents are informed about the IB 1-7 scoring system used in reporting; if necessary, the methods of converting scores to the MEB 100-point system are explained.

• Evaluation criteria used in components such as IA, TOK and EE are presented to students in writing before they start their studies and are shared transparently throughout the process.

◆ **End of Year and Diploma Process:**

• IB students' term and end of year success grades are calculated according to both IB criteria and MEB regulations.

• When IB Diploma results are announced, students and parents are informed by the school administration and IB Coordinator. If deemed necessary, individual meetings are held regarding the results.

• Students can request through the school for their IB results to be sent to universities.

**8. COMPATIBILITY WITH NATIONAL (MEB) AND INTERNATIONAL (IB) SYSTEMS**
As HASAL, we simultaneously fulfill the requirements of both the Ministry of National Education (MEB) and the International Baccalaureate (IB) programs and ensure that these two systems operate in harmony. The expanded table below provides a detailed comparison of these two systems in terms of course structure, assessment tools, durations, grading systems and documentation processes:

| Field | IB Application | MEB Application | Duration (Hours) | Measurement Methods | Grading System | Description |
|---|---|---|---|---|---|---|
| Course Grading | 1–7 success score | out of 100 | HL: 240SL: 150 | Written, oral, IA, EA, presentation, project | IB: 1–7MEB: 0–100 | IB score is given according to IB criteria, MEB score is given according to regulations. Conversion |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | scale is applied. |
| Extended Essay (EE) | 4000 words of independent research, grade A–E | Entered as a project or performance | 40+ | Research, advisor interviews, written product | IB: A–E MEB: 0–100 | Reflected as a project grade in MEB; mandatory for diploma. Provides up to 3 additional points with TOK. |
| Theory of Knowledge (TOK) | Essay and presentation, grade A–E | Performance grade as an oral presentation or written work | 100+ | Essay individual presentation | IB: A–EMEB: 0–100 | A mandatory core component in IB. Provides additional diploma points with EE. |
| CAS | CAS Planned activity file, not assessed, only completion requirement | Not graded in MEB system | Min. 150 | CAS diary, supervisor interviews, reflection | Only "completed/not completed" | Prerequisite for diploma. Covers areas of community service, creativity and physical activity. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Academic Integrity | Turnitin control, ethics reporting obligation | Plagiarism control according to the regulation | - | Turnitin, advisor control, original declaration | Pass / Fail | Students sign an ethics declaration form for each IA, EE and TOK study. Violations are penalized according to IB regulations. |
| Reporting Frequency | Semester + Final report + IA records | Semester report card, end-of-year grade | - | Digital score list, individual assessment | IB: 1–7 + score description | IB reports comment not only on grades but also on skill development and learning process. |
| Graduation and Diploma | IB Diploma (valid worldwide) | MEB diploma | 2 years | Final results approved by IB administration | Diploma ≥ 24 points | The student graduates from both systems. The minimum requirements for HL and SL course scores for IB must be met. |

| Foreign Language Acquisition | Second language (e.g. English B, German B) is mandatory within the scope of IB | English course is mandatory within the scope of MEB | 150+ | Oral expression, written expression, listening and reading skills are measured | IB: 1–7MEB: 0–100 | Language acquisition in IB focuses on communicative competence. Grammar is the main focus in MEB. |
|---|---|---|---|---|---|---|
| 10th and 11th Grade Compulsory Courses | not within the scope of IB | ,Religious Education, Geography, Physical Education, Visual Arts/Music etc. | according to MEB curriculum | Written exam, performance task, oral contribution | MEB: 0–100 | These courses are conducted outside the IBDP, but their successful completion is mandatory for MEB diploma. |

Thanks to this structure, our students graduate with the knowledge, skills and documentation to integrate into both national and international academic systems. At the same time, our teachers gain application experience by professionally integrating the measurement and evaluation culture of both systems.

## 9. OVERVIEW OF IBDP ASSESSMENT SYSTEM

**Assessment System, Sessions and Results**

• **Assessment System:** The IB assessment system is criterion-based. Students' achievements are scored between 1 and 7 according to predetermined criteria. TOK and EE components are graded between A–E. CAS is evaluated only on the basis of completed/incomplete.

• **Measurement Focus:** Students' skills in accessing information, analyzing, thinking creatively and producing personal interpretations are at the forefront. Assessments measure not only the level of knowledge but also higher-level cognitive skills such as application, analysis, evaluation and creation.

• **Exam Sessions:** Within the scope of IBDP, students take official exams prepared by the IB in November. These exams are conducted at school in accordance with the procedures defined by the IB and are recorded. Each exam session is conducted under the supervision of invigilators according to IB rules.

• **Examiners:** All external assessment exams are evaluated by independent examiners appointed by the IB. Teachers only act as evaluators in the internal assessment (IA) process.

• **Assessment Results:** IB exam results are announced in July (May session) or January (November session). Students can see their achievement levels and diploma scores on the IB's online platform.

• **Non-Attendance at Assessments:** Students who do not attend assessments without a valid excuse are considered as "non-submission" from the relevant exam or component. This situation can directly affect the diploma. Excused situations (health, disaster, etc.) are reviewed and decided by the IB.

• **Enquiry upon Results:** After the IB results are announced, students or the school coordinator can request a "remark" (re-evaluation) or "Enquiry upon results" within a certain period. The fees and result processes for these requests are determined by the IB.

**IBDP students are required to complete their courses and core elements in accordance with the following structure throughout their two-year education period:**

• **Students must choose one course from five different groups:**

1. Language and Literature Studies

2. Language Acquisition

3. Individuals and Societies

4. Science

5. Mathematics

• As the sixth course, students can either choose a course from the Arts group or take a second course from the five groups above.

• **All students must successfully complete the following Core Elements:**

o **Theory of Knowledge (TOK):** A philosophical course that questions the nature of knowledge and learning. Students are assessed through a written essay and presentation.

o **Extended Essay (EE):** A 4000-word study based on independent academic research on a topic chosen by the student.

o **Creativity, Activity, Service (CAS):** A compulsory program that integrates learning with life through planned and reflective activities in the areas of creativity, physical activity and social service.

• **Each course is graded on a scale of 1–7:**

o 7 = Excellent

o 6 = Very good

o 5 = Good

o 4 = Adequate

o 3 = Average

o 2 = Poor

o 1 = Very poor

• **TOK and EE are graded together on a scale of A–E and contribute 0–3 additional points to the total diploma score according to the table below:**

|  | EE A | EE B | EE C | EE D | EE E |
|---|---|---|---|---|---|
| **TOK A** | 3 | 3 | 2 | 1 | F |
| **TOK B** | 3 | 2 | 1 | 0 | F |
| **TOK C** | 2 | 1 | 0 | 0 | F |
| **TOK D** | 1 | 0 | 0 | 0 | F |
| **TOK E** | F | F | F | F | F |

F = Diploma failure criterion (Students who receive an E from TOK or EE cannot receive a diploma.)

• **In order to receive a diploma, students must:**

o Receive at least 24 points,

o Receive at least 12 points in total from HL (Higher Level) courses,

o Receive at least 9 points in total from SL (Standard Level) courses,

o Successfully complete TOK, EE and CAS components.

• Minimum teaching hours for courses:

o HL Courses: at least 240 hours

o SL Courses: at least 150 hours

## 9. REVIEW AND UPDATING OF THE POLICY

As HASAL, we attach importance to regularly reviewing and updating our assessment and evaluation policy in order to maintain its validity and effectiveness. This process is carried out in line with both the expectations of the IB and the evolving needs of the school.

• **Review Frequency:** This policy is evaluated at the beginning of each academic year under the leadership of the IB Coordinator. If necessary, extraordinary updates can be made during the year.

• **Participants:** School administration, IB Coordinator, department heads and IB teachers actively participate in the policy update process. Opinions can also be obtained from students and parents if necessary.

• **Data-Based Update:** Teacher and student feedback, IB assessment reports, audit results and implementation experiences are taken into account in this process.

• **Documentation:** The review process is recorded in writing. Each new version of the policy is archived in a dated format. The most up-to-date version is made accessible on the school website and teacher-student portals.

• **Last Update Date:** September 2024

Thanks to this transparent and participatory process, our assessment policy is kept in line with the constantly evolving educational environment, IB standards and stakeholder needs.

## 10. RESOURCES

The following sources were used in preparing this policy:

- International Baccalaureate Organization (IBO). *Diploma Programme: Assessment Procedures.*
- International Baccalaureate Organization (IBO). *Programme Standards and Practices (2020).*
- International Baccalaureate Organization (IBO). *From Principles into Practice: Diploma Programme (2022).*
- Ministry of National Education. Secondary Education Institutions Regulation.
- HASAL Academic Honesty Policy
- HASAL Language Policy
- HASAL Inclusion Policy
- HASAL Admission Policy